Tiffany Mathes

Critical Thinking Tech Activity

1. How does the tool facilitate students’ critical thinking? By breaking down what the student is learning step-by-step, the student can visualize their learning process and can aid in better overall understanding of a topic. It’s asks the why/how/what questions that delve deeper into a student’s critical thinking capabilities. It also addresses the needs of those with different learning styles (visual vs. aesthetic vs. auditory).

2. On the map I added Road Work as another factor that affects Road Safety. I added this to the map by clicking on the” Create a New Factor” tab and then typing the new factor and a description. Then I connected it to the central idea by clicking on the “Add a new relation between factors” tab.

3. The steps a student must take to set up a Seeing Reason Tool and engage students in using the tool are: 1. Establish the project name, description and question displays and submit changes 2. Set up teams for students (you can use previously created teams or use the tool wizard to generate teams) and give them a password.

4. In the Project Ideas area I looked closely at the Charlotte’s Web activity because it put to the test the student’s comprehension of the novel and allowed them to go beyond that, and hypothesize how the main character would react in a newly proposed situation, and how the supporting characters would react or help the main character as well. This could be done for any novel or short story taught to a class. This would be a valuable way to assess (summative or formative) the student’s level of comprehension, retention, clarity, and critical thinking skills. In the Unit Plans area I looked at the Neighborhood Diversity topic. This topic, or any topic, relating to the student’s personal life would be of particular interest to them and would likely garner positive results about their larger understanding of their own life, family, and community. This would also help the teacher get to know the student better and address how to serve their needs. This type of assessment could be done before a unit of study in order to help them identify or understand the topic. For instance, this test would be a great start to a unit on *House on Mango Street*.

5. The Showing Evidence Tool facilitates student’s critical thinking skills by asking the student to support or refute a belief by using evidence to back up their belief. This is a critical life skill that many adults have not fully developed.

6. Both the Animated Overview and the Secondary Demo explain clearly what steps the student needs to take to reach their learning goals and objectives. It provides a path for them to build upon their knowledge and hypothesize possible explanations of the topic.

7. In order for the student to be successful in using this tool the teacher must make sure that the project description and the questions the student will be expected to answer are very clear. Also the teacher must know her student’s level of comfort with the subject and technology to determine whether to employ the Standard or Simplified. It would be helpful to have an example for the class so that they know what a finished product looks like.

8. The Project Ideas were all topics that would be of interest to students. The topic I chose to closely examine was Media Messages: The Effects of Advertising. This tool can be interesting, fun, and address the bigger social questions that they may have not explored critically, and may address the essential question of a unit and help them better understand the narrow learning objectives.